



School Quality Review Report

Thomas Gregg Neighborhood School

Indianapolis Public Schools

May 8-9, 2018

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I. Background on the School Quality Review

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state's accountability framework. Among other sanctions, the law authorizes the Indiana State Board of Education (SBOE) to assign an expert team to conduct a School Quality Review for schools placed in the lowest category or designation of school performance for two consecutive years.

(a) The board shall direct that the department conduct a quality review of a school that is subject to IC 20-31-9-3. (b) The board shall determine the scope of the review and appoint an expert team under IC 20-31-9-3. (Indiana State Board of Education; 511 IAC 6.2-8-2; filed Jan 28, 2011, 3:08 p.m.: 20110223-IR-511100502FRA)

The school quality review (SQR) is a needs assessment meant to evaluate the academic program and operational conditions within an eligible school. The SQR will result in actionable feedback that will promote improvement, including the reallocation of resources or requests for technical assistance. The process is guided by a rubric aligned to the United States Department of Education's "Eight Turnaround Principles" (see Appendix B). The school quality review includes a pre-visit analysis and planning meeting, onsite comprehensive review, and may include targeted follow-up visits.

State law authorizes the SBOE to establish an expert team to conduct the School Quality Review known as the Technical Assistance Team (TAT). Membership must include representatives from the community or region the school serves; and, may consist of school superintendents, members of governing bodies, teachers from high performing school corporations, and special consultants or advisers.

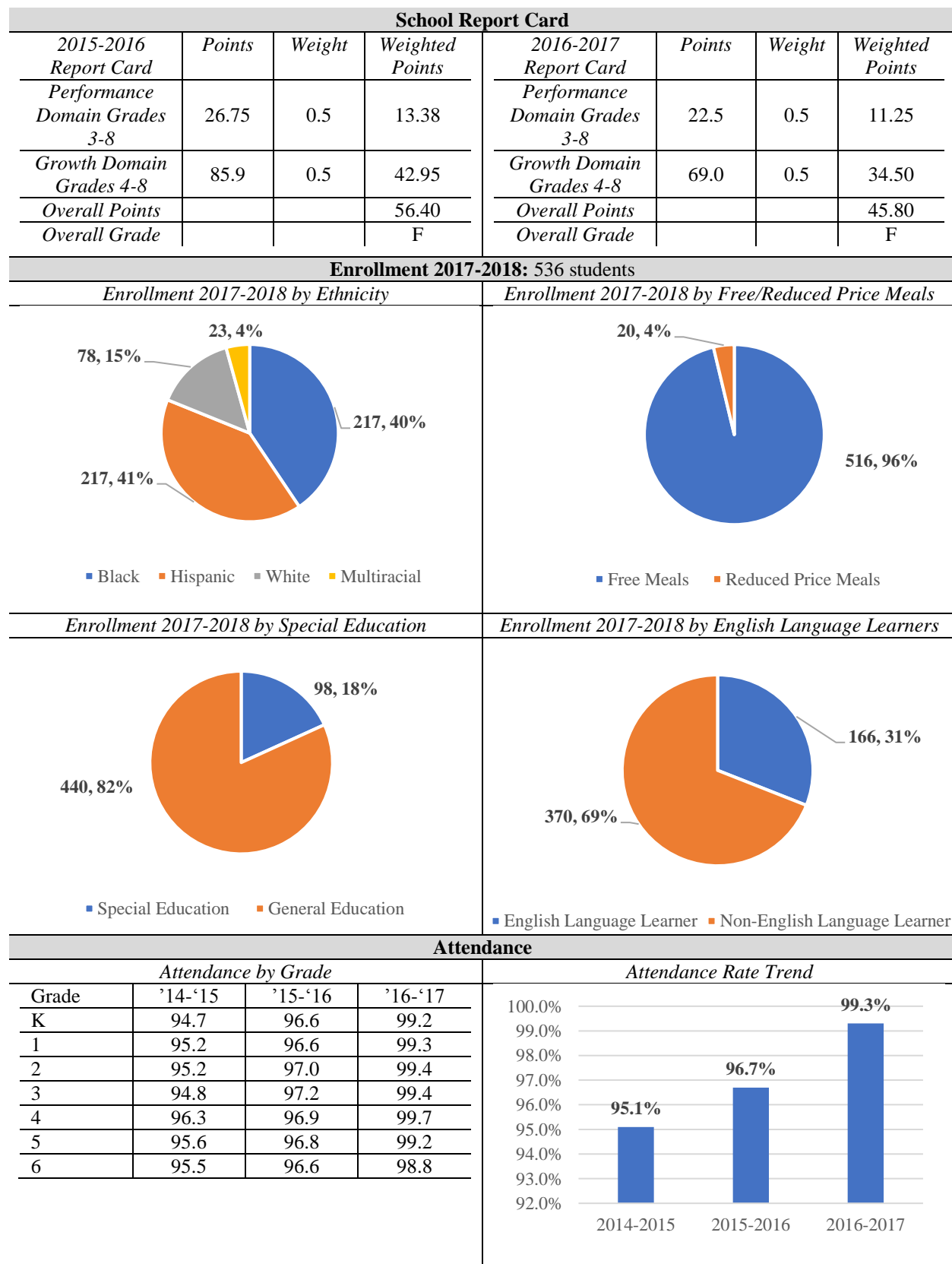
II. Overview of the School Quality Review Process

The School Quality Review process is designed to identify Thomas Gregg Neighborhood School's strengths and areas for improvement organized around the [United States Department of Education's Eight School Turnaround Principles](#). In particular, the School Quality Review process focused on two or three Turnaround Principles that were identified as priorities by the school and its district.

The on-site review consisted of the Technical Assistance Team (TAT) visiting the school for two days. During the two days, the TAT (1) conducted separate focus groups with students, teachers, and parents, (2) observed instruction in 34 classrooms, and (3) interviewed school and district leaders.

Prior to the visit, teachers completed an online survey, with 10 of 28 teachers participating. Parents and family members were also invited to complete a survey from which 142 were completed. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).

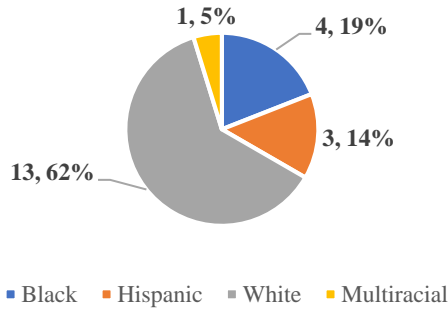
III. Data Snapshot for Thomas Gregg Neighborhood School



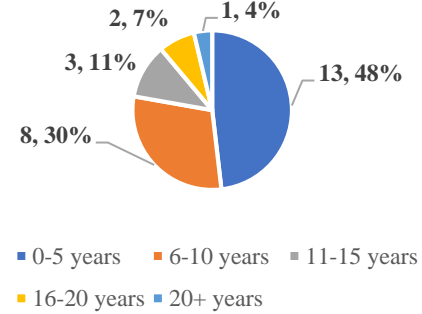
School Personnel

Teacher Count 2015-2016: 28

Teacher Count 2015-2016 by Ethnicity

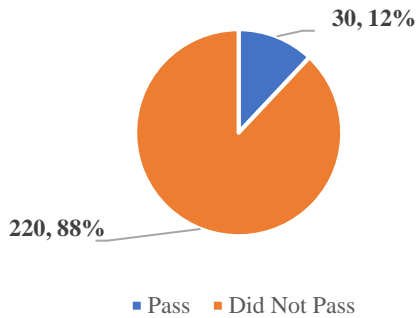


Teacher Count 2015-2016 by Years of Experience

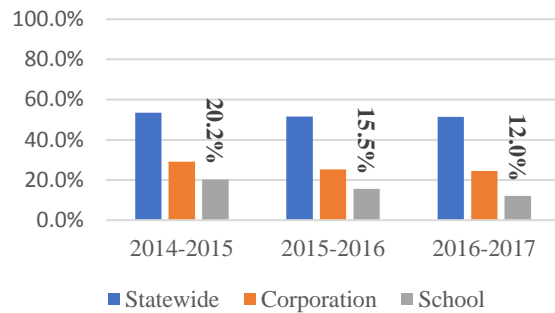


Student Academic Performance

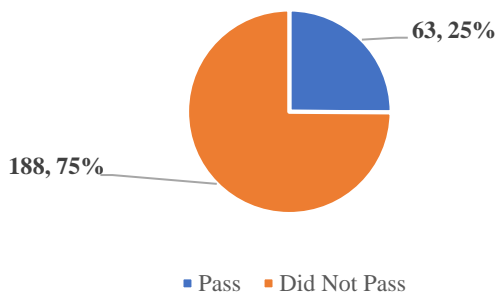
*ISTEP+ 2016-2017
Both English/Language Arts and Math*



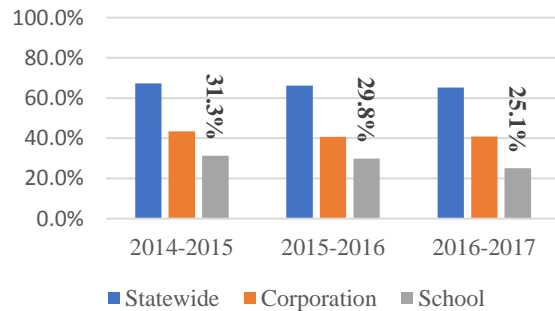
*ISTEP+ Percent Passing Trend
Both English/Language Arts and Math*



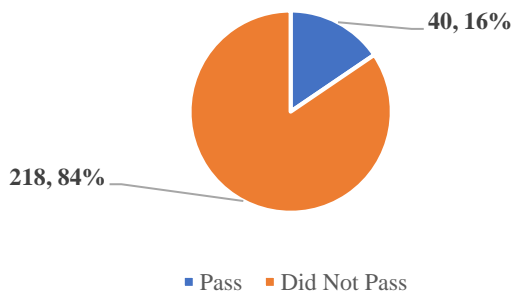
ISTEP+ 2016-2017: English/Language Arts



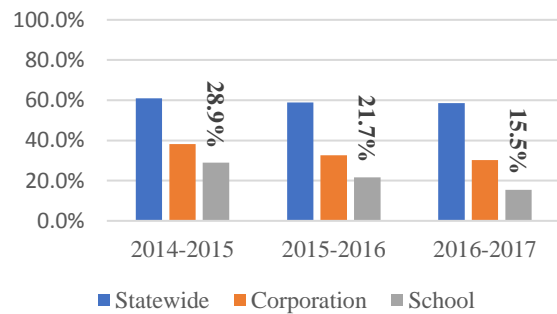
ISTEP+ Percent Passing Trend: English/Language Arts

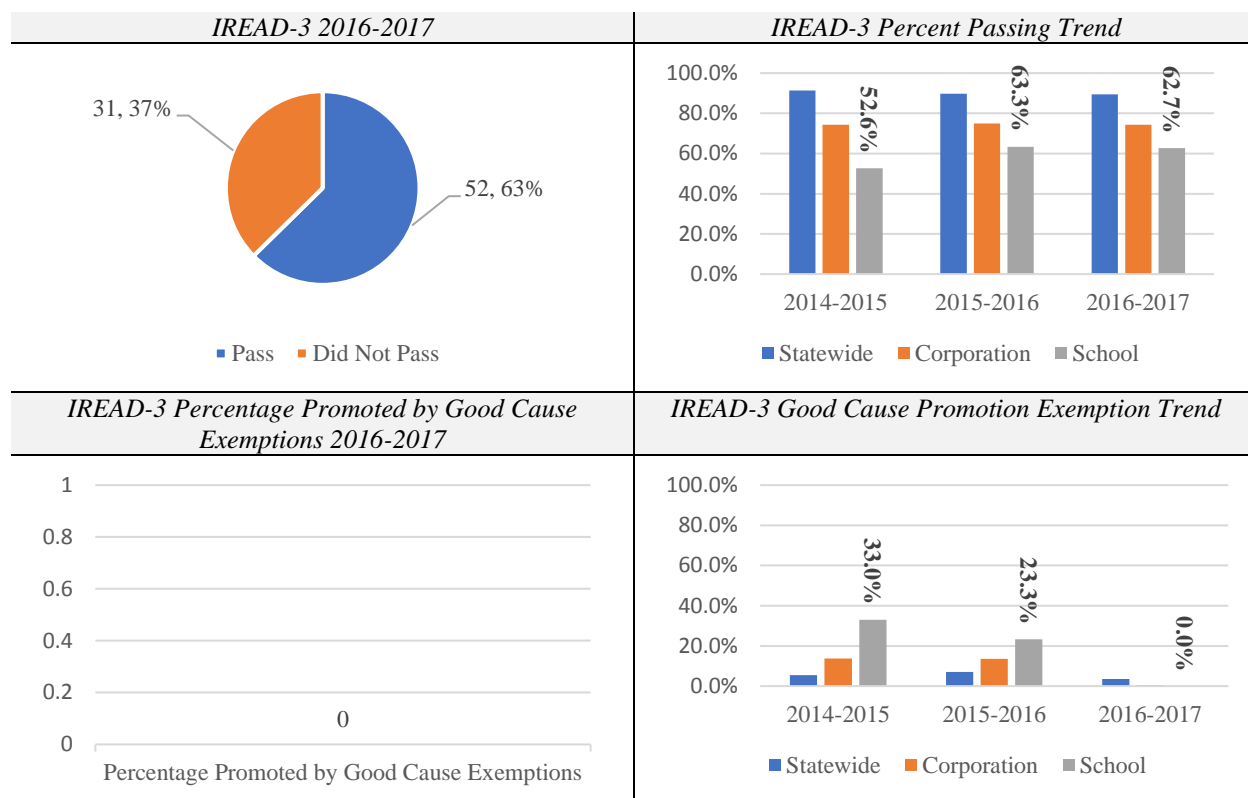


ISTEP+ 2016-2017: Math



ISTEP+ Percent Passing Trend: Math





IV. Evidence and Rating for School Turnaround Principle 2: Culture and Climate

Background

The next three sections of the report illustrate the Technical Assistance Team’s key findings, supporting evidence, and overall rating for each of the school’s prioritized Turnaround Principles.

To thoughtfully identify these prioritized Turnaround Principles, school and district leaders used a “Turnaround Principle Alignment Tool” provided by the Indiana State Board of Education to determine the two to three Turnaround Principles that most closely align with the goals and strategies outlined in the school’s improvement plan.

This report focuses on these prioritized Turnaround Principles to provide a strategically targeted set of findings and recommendations. Additional evidence on the other five Turnaround Principles can be found in Appendix A of this report.

School Turnaround Principle 2: Culture and Climate			
Evidence Sources			
Classrooms Observations, School Leader Self-Assessment, Teacher Survey, Parent Survey, Instructional Leadership Team Focus Group, Teacher Focus Group, Student Focus Group, Community Focus Group, District Leadership Focus Group, School Improvement Plan, Artifacts Provided by Thomas Gregg Neighborhood School.			
Rating			
1 <u>Ineffective</u>	2 <u>Improvement Necessary</u>	3 <u>Effective</u>	4 <u>Highly Effective</u>
<i>No evidence of this happening in the school</i>	<i>Limited evidence of this happening in the school</i>	<i>Routine and consistent</i>	<i>Exceeds standard and drives student achievement</i>
Evidence			
Strengths			Aligned Turnaround Principle Indicator(s)
<ul style="list-style-type: none"> Data from classroom observations conducted by the Technical Assistance Team revealed that 97% of the classrooms visited were safe environments, conducive to learning. 			<ul style="list-style-type: none"> 2.1
<ul style="list-style-type: none"> Based on parent surveys, 94% of the respondents somewhat agreed to strongly agreed that the school is effective at maintaining a safe, orderly, and comfortable learning environment. 			<ul style="list-style-type: none"> 1.3, 2.1
<ul style="list-style-type: none"> According to conversations with staff and in materials presented by the school, teachers are made aware of, and encouraged to participate in professional development opportunities offered by the school and/or school district. 			<ul style="list-style-type: none"> 2.2

Areas for Improvement	Aligned Turnaround Principle Indicator(s)
<ul style="list-style-type: none"> Differentiated instructional practices, where student work was discernably varied by content/process/product, were observed in only 35% of the classrooms visited. 	<ul style="list-style-type: none"> 2.2
<ul style="list-style-type: none"> According to data from classroom observations, teachers' use of higher-level questions and higher levels of depth of knowledge in questioning were present during few classroom visitations (7.4% and 14.8%, respectively). 	<ul style="list-style-type: none"> 2.2, 2.3
<ul style="list-style-type: none"> While the guiding principles for a behavioral program (Take Care of Yourself, Take Care of Each Other, and Take Care of This Place) are well established, consistent language and practices to reinforce these principles were observed in less than half of the classrooms visited. 	<ul style="list-style-type: none"> 2.1, 3.6

V. Evidence and Rating for School Turnaround Principle 3: Effective Instruction

School Turnaround Principle 3: Effective Instruction			
Evidence Sources			
Classrooms Observations, Individual Staff Interviews, School Leader Self-Assessment, Teacher Survey, Instructional Leadership Team Focus Group, Teacher Focus Group, District Leadership Focus Group, School Improvement Plan, Artifacts Provided by Thomas Gregg Neighborhood School.			
Rating			
1 <u>Ineffective</u>	2 <u>Improvement Necessary</u>	3 <u>Effective</u>	4 <u>Highly Effective</u>
<i>No evidence of this happening in the school</i>	<i>Limited evidence of this happening in the school</i>	<i>Routine and consistent</i>	<i>Exceeds standard and drives student achievement</i>
Evidence			
Strengths			Aligned Turnaround Principle Indicator(s)
<ul style="list-style-type: none"> Multiple measures of student data are gathered and reviewed by and with teachers. 			<ul style="list-style-type: none"> 3.5, 6.1, 6.3
<ul style="list-style-type: none"> Students' academic progress is monitored through data discussions with the leadership team. 			<ul style="list-style-type: none"> 3.6, 6.2
<ul style="list-style-type: none"> According to documentation provided by the school, teachers are highly qualified and demonstrate content knowledge in the areas they teach. 			<ul style="list-style-type: none"> 3.4
Areas for Improvement			Aligned Turnaround Principle Indicator(s)
<ul style="list-style-type: none"> Based on data from classroom visits, students in fewer than half of the classrooms were observed to be actively engaged in meaningful learning activities. Concerns regarding student engagement were expressed by the executive director during discussions as well. 			<ul style="list-style-type: none"> 3.4
<ul style="list-style-type: none"> Posted lesson objectives were inconsistent in their format across classrooms and lacked specificity in what students would know and/or be able to do as the result of lessons. In only 24% of the classrooms observed, could students articulate lesson objectives and in only 41% of the classes were lessons deemed to be goal-driven (i.e. a clear link was evident between the posted learning objective and the activities/tasks present). 			<ul style="list-style-type: none"> 3.1, 3.3, 4.1
<ul style="list-style-type: none"> Based on data from classroom visitations, teachers' checks for understanding at key points of instruction and/or in a manner to accurately assess student understanding were present during 18.5% of the observations. 			<ul style="list-style-type: none"> 3.3

VI. Evidence and Rating for School Turnaround Principle 6: Effective Use of Data

School Turnaround Principle 6: Effective Use of Data			
Evidence Sources			
Classrooms Observations, Individual Staff Interviews, School Leader Self-Assessment, Teacher Survey, Parent Survey, Instructional Leadership Team Focus Group, Teacher Focus Group, Community Focus Group, District Leadership Focus Group, School Improvement Plan, Artifacts Provided by Thomas Gregg Neighborhood School.			
Rating			
1 <u>Ineffective</u>	2 <u>Improvement Necessary</u>	3 <u>Effective</u>	4 <u>Highly Effective</u>
<i>No evidence of this happening in the school</i>	<i>Limited evidence of this happening in the school</i>	<i>Routine and consistent</i>	<i>Exceeds standard and drives student achievement</i>
Evidence			
Strengths			Aligned Turnaround Principle Indicator(s)
<ul style="list-style-type: none"> Teachers have on-demand access to student performance data. 			<ul style="list-style-type: none"> 6.2
<ul style="list-style-type: none"> During the reorganization process, the school used multiple surveys to inform strategic planning, decision-making, and to build a strong sense of community. 			<ul style="list-style-type: none"> 1.1, 1.2, 6.1, 8.3
<ul style="list-style-type: none"> Teachers have regularly scheduled collaboration time to focus on analyzing formative assessment data. 			<ul style="list-style-type: none"> 6.3, 7.3
Areas for Improvement			Aligned Turnaround Principle Indicator(s)
<ul style="list-style-type: none"> Student data is available to and reviewed by teachers. However, observers saw few examples of how diagnostic information, derived from that data, translated into high yield instructional strategies designed to target and meet students' unique learning needs. This included observations during intervention classes. 			<ul style="list-style-type: none"> 3.2, 3.5, 6.2
<ul style="list-style-type: none"> A framework to use targeted appraisals to coherently monitor instructional practices and identify professional development opportunities was not evident. 			<ul style="list-style-type: none"> 5.2, 5.3, 5.5, 6.3
<ul style="list-style-type: none"> There was limited evidence that processes are in place to analyze student growth and achievement data in order to identify pedagogical needs and formulate prioritized professional development structures. 			<ul style="list-style-type: none"> 5.3, 5.5, 6.3

VII. Recommendations

Background

This section outlines an intentionally targeted set of recommendations that align to one or more of the school's prioritized Turnaround Principles. Anchored in the United States Department of Education's Turnaround Principles framework, these recommendations are representative of what the Technical Assistance Team believes to be the most immediate changes needed to accelerate growth in academic and non-academic student outcomes at Thomas Gregg Neighborhood School. These recommendations should not be thought of as an exhaustive set of school improvement strategies, but rather as a part of the ongoing and continuous school improvement process.

Recommendation 1
Build a common understanding around the shared purpose of ensuring high levels of learning for all students and establish a systems-based framework for school improvement that provides direction, focus, and resources to fulfill that purpose. Specifically, it is recommended that school leadership develop ambitious (yet practical) student achievement goals and put in place the necessary supports to ensure the goals are attained, as explained below.
Aligned Turnaround Principle(s)
1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 3.4, 3.5, 3.6
Rationale
<p>There is no doubt that Thomas Gregg Neighborhood School is aptly named, as the school's leadership and staff demonstrate devotion to their community and a genuine determination to ensure the well-being of their students. There was a palpable sense of enthusiasm and esprit de corps among staff, students, parents, and community members. Likewise board and school district members showed ardent support for the school's new neighborhood focus and desire to foster students' academic success. Exhaustive efforts were invested in the transformation process, coalescing goals and resources from educational, civic, faith-based, and social services entities. To this end, the climate and culture are ripe for cultivating successful learners.</p> <p>While comments by the school leader and data from the school's 2017 Annual Performance Report suggest managing student conduct warrants attention, anecdotal reports from a range of stakeholder groups point to much improvement from the past. As noted in the Evidence and Rating section for School Turnaround Principle 2 (above), the Technical Assistance Team and parents find the learning environment to be safe and orderly. Students echoed this sentiment in their focus group, stating, "We all feel safe here." Another student added, "I feel safe because I know what to do in case of a fire or in case of a lock down or tornado." To be sure, these conditions are necessary for teaching and learning to occur. One study, for example, found increases in achievement from 16% -22% by increasing perceived safety.¹ Added to the sense of order and security at the school, an amiable and welcoming atmosphere were noticeably present.</p>

¹ Milam, A. J., et al. "Perceived School and Neighborhood Safety, Neighborhood Violence and Academic Achievement in Urban School Children." *The Urban Review*, vol. 42, no. 5, Mar. 2010, pp. 458-467., doi:10.1007/s11256-010-0165-7.

In light of the above, it must be noted that the “Improvement Necessary” rating and associated recommendations for Culture and Climate are based on the indicators in Turnaround Principle 2 that relate to elements of instruction (e.g. Indicator 2.2 pertains to rigorous instruction). When considering the school’s culture and climate from the affective domain (e.g. safety, environment, and interpersonal relationships), the school has notable strengths and is commended for their ongoing efforts. Given the school’s commitment to a safe and equitable learning environment and the progress made thus far, one can be optimistic that Thomas Gregg Neighborhood School will be equally successful in creating and sustaining a rigorous program of student achievement. Although attention to a safe learning environment cannot be abandoned (or even diminished), focus and resources must now be dedicated to building and sustaining high levels of learning for all students. To do so will require a comprehensive plan which ardently adheres to the school’s purpose and serves as a map that guides and directs all facets of the school’s operations and decisions.

The School Quality Review visit occurred at the conclusion of the school’s first year as a neighborhood school, under the auspices of the Near Eastside Innovation School Corporation. During conversations with school leadership and staff, ideas relating to “getting it off the ground” and “starting next year” were heard numerous times, as might be expected in such a situation. As the school embarks on its second year, it is imperative that a clear vision exist that all students will achieve at high levels and that the elemental steps to realize this vision be clearly defined. Thus, the reason for this recommendation.

The school’s current vision communicates the belief that students who receive a strong educational foundation in science, math, literacy and the arts are better prepared for subsequent educational opportunities and, ultimately, life in society. The school’s mission, then, commits the school to providing all students with an exemplar education in science, technology, engineering, arts, and math. While these are notable, it is vital that a shared understanding among staff be simple and clear: All students will achieve at high levels. This will require 1) engaging the entire staff in examining the school’s current realities regarding academic growth and achievement, 2) developing student achievement goals that both challenge staff to grow in their craft and are practical in scope, 3) examining current goals, initiatives, plans, and projects, and 4) judiciously prioritizing such initiatives and projects in light of the purpose (again, all students will learn at high levels). The latter may require wrestling with questions about whether or not some existing programs should be abandoned because they lack the standards of efficacy necessary to support the school in fulfilling its purpose.

It should be noted that the school has student achievement goals in place. The Academic Goals for 2017-2018 call for 80% of K-6 students to make at least one year of growth, as determined by the NWEA assessment. Additionally, the goals call for 5% fewer students to fail, as reported in the categories: ISTEP Math, English/Language Arts, ISTEP Both, and IRead3. The above recommendation suggests that the school re-examine these with a shared commitment by staff that ensures high levels of learning for all students. It is important to note that “high levels of learning” means that students will grow and achieve to their highest personal levels. Focusing on growth in addition to achievement is important, as students who are underperforming and make a year’s growth will likely struggle to achieve proficiency.

Therefore, high expectations should be defined by students achieving proficiency as well. To reexamine and consider ambitious achievement goals, school leadership might consider the following:

- 1) What is/are the root cause(s) for students not achieving and growing? (Here, the school is examining the current realities). A root cause analysis, such as the 5 Whys Technique, may help with this.
- 2) Where student growth and achievement are inhibited by issues with effective instruction, what challenging, yet reasonable professional development goals should be developed? (This is the subject of the next recommendation)
- 3) What current plans, initiatives, and programs are in place and are each essential for the school ensure high levels of learning for all students? Which, if any, are “nice” but not essential?
- 4) After working through the above, what student growth and achievement goals are ambitious, yet reasonable? Writing growth and achievement goals using the SMART goal format (as the existing goals are written) is recommended, as is the use of specific benchmarks and indicators of progress at strategic points within the goal.

Recommendation 2
Examine current instructional priorities and practices, and develop a coherent professional development plan for cultivating and sustaining highly effective instruction. Whereas, Recommendation 1 pertains to student learning goals, this focuses on effectiveness of instruction and is the functional underpinning for reaching the ambitious achievement goals in Recommendation 1.
Aligned Turnaround Principle(s)
1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 3.4, 3.5, 3.6
Rationale
<p>Schools, by their nature, are communities of learners. Adults and students learn independently, collectively, and collaboratively. They do so within, across, and outside of classrooms. Individual’s unique background experiences contribute to the rich fabric of the community where inquiry and purpose drive each and all to challenge themselves and others to higher levels of knowledge and understanding. And at the foundation is the non-negotiable premise that purposeful learning will occur. Such high expectations for all are essential for closing the achievement gap between advantaged and less advantaged students and for increasing academic achievement for all students.²</p> <p>Arguably, the visiting team’s classroom and schoolwide observations were a “snapshot” of that which occurs in classrooms throughout the year. Nevertheless, the team found evidence-based instructional practices absent in a majority of observations. Specifically, the team found: 1) teacher questioning and student tasks of lower cognitive rigor; 2) students compliant and/or passively engaged rather than actively engaged in challenging tasks; 3) limited opportunities for students to engage one another in meaningful content-based discussions in ways that might deepen their understanding of relevance and application beyond the classroom; and, 4) little indication that definitive declarative and/or procedural learning objectives drove lesson</p>

² Andrew C. Porter, Joseph Murphy, Ellen Goldring, Stephen N. Elliott, Morgan S. Polikoff and Henry May, *Vanderbilt Assessment of Leadership in Education: Technical Manual, Version 1.0*, Vanderbilt University, 2008. Retrieved from: <http://www.wallacefoundation.org/knowledge-center/pages/vanderbilt-assessment-of-leadership-in-education-technical-manual-1.aspx>

format, design, or delivery. As Thomas Gregg Neighborhood School begins its second year, it is imperative that current instructional practices be examined and that a coherent professional development plan be developed for building and sustaining highly effective instruction in all classrooms. If, indeed, the shared purpose of the school is determined to be to ensure high levels of learning for all students, then only carefully refined, evidence-based, high-yield instructional strategies and practices will fulfill this purpose.

Studies have documented the differential effect of teachers on student achievement gains. Such differences were reported to be over one third standard deviation in reading and nearly a half standard deviation in math.³ To be sure, teacher capacity has a noticeable impact on student achievement. Therefore, it is incumbent on schools to ensure teachers possess the knowledge and skills that will foster student growth and achievement.

Thomas Gregg Neighborhood School has not been negligent in recognizing this, so this recommendation should not infer that school leaders do not appreciate the importance of teacher capacity. In fact, the Executive Director, Director of Academics, and Director of Operations and Neighborhood Engagement cited, “create a comprehensive and coordinated professional development system, culture, and learning community to support desired program outcomes” as a strategic priority. The recommendation here, rather, is intended to call attention to this priority and urge leadership to magnify its importance, and to do so using the PLC process, within a broader professional development scope where teachers take ownership of their own growth by setting growth goals, auditing their own progress, and supporting and professionally challenging one another to be exceptional teachers. This speaks to the portion of the recommendation that school leadership examine current practices.

In doing so, leadership should consider two questions in response to this examination: 1) What instructional practices must be addressed now with quick, job-embedded coaching? 2) What system-based collaborative structures can be developed to empower teachers to continually assess and refine their own practices? The former question pertains to “low hanging fruit” that will provide the greatest benefit to student achievement immediately. The latter is more complex and requires deliberate planning. For this, leadership should consider guidance from experts and research in the field of professional learning communities.

Recommendation 3
Assess effectiveness of the school’s professional development program using clearly defined methods or models.
Aligned Turnaround Principle(s)
Rationale
All of the recommendations in this report wrap around one concept: The staff of Thomas Gregg Neighborhood School collectively commits to ensuring that all students learn at high levels. Recommendation 1 suggests the development of ambitious student growth and

³ Nye, B., Konstantopoulos, S., & Hedges, L. V. (2004). How Large Are Teacher Effects? *Educational Evaluation and Policy Analysis*, 26(3), 237-257. doi:10.3102/01623737026003237

achievement goals. Recommendation 2 suggests developing an action plan for professional development that cultivates and sustains highly effective instruction in all classrooms. Knowing whether or not such professional development efforts are successful is so important it is highlighted as a recommendation, itself. Thus, the third recommendation is to identify and use evidence-based methods or models to assess the effectiveness of the school's professional development program, once it is in place.

This recommendation is highlighted because, while professional development is a common practice in education, its effectiveness is rarely monitored by schools. Annually, school districts spend billions of dollars on teacher training. However, results of a 2015 study found stable or declining evaluation ratings over 2 to 3 years for nearly 70% of teachers in the study, despite increased professional development opportunities for them.⁴

It is important that any assessment components be tailored to the unique context and needs of Thomas Gregg Neighborhood School. School leadership might begin by examining methods such as those described by Robert Marzano (*The New Art and Science of Teaching*) and more formal models discussed by Hanover Research (*Best Practices in Evaluating Teacher Professional Development*). In the latter, distinctly different models such as the Kirkpatrick Four-Level Training Evaluation and Guskey's Theory of Teacher Change are compared and contrasted. However the school decides to monitor and assess its professional development efforts, it is important, in the end, that they do so.

⁴ "The Mirage: Confronting the Hard Truth About Our Quest for Teacher Development." The New Teacher Project. P 2. http://tntp.org/assets/documents/TNTP-Mirage_2015.pdf

VIII. Appendix A: Evidence for Remaining School Turnaround Principles

Background

We believe it is valuable for school and district leaders to have a summary of the TAT's findings and evidence for each of the eight Turnaround Principles. As such, this section of the report outlines key findings and supporting evidence for each of the Turnaround Principles that were not identified by school and district leaders as prioritized Turnaround Principles for this school.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school's prioritized Turnaround Principles.

School Turnaround Principle 1: Effective Leadership
Evidence Sources
Classrooms Observations, Individual Staff Interviews, School Leader Self-Assessment, Teacher Survey, Parent Survey, Instructional Leadership Team Focus Group, Teacher Focus Group, Community Focus Group, District Leadership Focus Group, School Improvement Plan, Artifacts Provided by Thomas Gregg Neighborhood School.
Evidence Summary
<p>Strengths</p> <ul style="list-style-type: none">• Based on data from parent surveys and personal observations by the visiting team, the executive director and other school leaders ensure that families are viewed as, and consider themselves to be partners in their children's education.• The executive director persuasively communicates belief in the potential of all students. <p>Areas for Improvement</p> <ul style="list-style-type: none">• Just over half (55.6%) of respondents agreed that the school's organizational culture encourages trust, respect, and a sense of responsibility for student achievement, according teacher survey.• School leadership articulate the expectation that all teachers implement a coherent standards-aligned curriculum and assessment system, yet evidence of this was observed in less than half of the classrooms observed.

School Turnaround Principle 4: Curriculum, Assessment & Intervention	
Evidence Sources	
Classrooms Observations, Individual Staff Interviews, School Leader Self-Assessment, Teacher Survey, Instructional Leadership Team Focus Group, Teacher Focus Group, District Leadership Focus Group, School Improvement Plan, Artifacts Provided by Thomas Gregg Neighborhood School.	
Evidence Summary	
<p>Strengths</p> <ul style="list-style-type: none"> • The executive director and other school leadership ensure that teachers have access to appropriate resources, materials, and equipment that are aligned to standards and support the school's improvement plan. • School leadership sets expectations that teachers use collaboration time to review formative assessment data to determine if students met specific goals for improvement and to make instructional adjustments as needed. <p>Areas for Improvement</p> <ul style="list-style-type: none"> • There was little evidence that a standards-aligned curriculum is used to develop units/lessons. A review of lesson plans during observations revealed varied formats and a lack of emphasis on linking declarative and/or procedural objectives to academic standards. • A variety of instructional formats were employed (e.g. whole group and small skills groups), but essential key points, critical for students' understanding, were not explicit throughout lessons or the subject of review at the conclusion of lessons. 	

School Turnaround Principle 5: Effective Staffing Practices	
Evidence Sources	
Classrooms Observations, Individual Staff Interviews, School Leader Self-Assessment, Teacher Survey, Instructional Leadership Team Focus Group, Teacher Focus Group, School Improvement Plan, Artifacts Provided by Thomas Gregg Neighborhood School.	
Evidence Summary	
<p>Strengths</p> <ul style="list-style-type: none"> • Based on discussions with the principal and review of materials provided by the school, professional development is personalized for staff according to individual needs. • Protocols for mentoring new staff are in place and include monthly checklists, guidance for mentors regarding the phases experienced by new teachers, and topics for discussion. <p>Areas for Improvement</p> <ul style="list-style-type: none"> • Although professional development is personalized for staff, there was no evidence that it is part of an on-going system, linked to schoolwide goals. • Teacher evaluations do not systematically link teacher practice data with student outcomes data. 	

School Turnaround Principle 7: Effective Use of Time

Evidence Sources

Classrooms Observations, Individual Staff Interviews, School Leader Self-Assessment, Teacher Survey, Instructional Leadership Team Focus Group, Teacher Focus Group, Community Focus Group, School Improvement Plan, Artifacts Provided by Thomas Gregg Neighborhood School.

Evidence Summary

Strengths

- The master schedule is designed to afford extended class time in art, music, and physical education on Days 6 and 12. Additionally, on these days, students participate in special service learning projects such as raising funds for an animal shelter and providing assistance for the homeless.
- The master schedule includes opportunities for teachers to collaborate and to learn from one another. Three hours are scheduled for staff to engage in professional learning every 6th and 12th day on the twelve day schedule.

Areas for Improvement

- According to teacher survey results, 60% of respondents agree to strongly agree that the master schedule is designed and structured to meet the needs of all students.
- According to evidence from Technical Assistance Team classroom observations, students in only 59% of the classroom observed executed transitions with minimal direction.

School Turnaround Principle 8: Effective Family and Community Engagement

Evidence Sources

School Leader Self-Assessment, Teacher Survey, Parent Survey, Instructional Leadership Team Focus Group, Teacher Focus Group, Community Focus Group, District Leadership Focus Group, School Improvement Plan, Artifacts Provided by Thomas Gregg Neighborhood School.

Evidence Summary

Strengths

- Extensive community involvement was gained and utilized in strategic planning for the transformation process, as documented in materials from the Near Eastside Educational Summit.
- The school is closely linked to an array of community resources (e.g. John Boner Neighborhood Center, United Way of Central Indiana, local churches, and universities) to meet the personal needs of students and provide them with more abundant educational opportunities.
- Based on a parent survey, 95% of the respondents somewhat agree to strongly agree that they feel welcome, supported, and actively involved.

Areas for Improvement

- While the staff genuinely cares for students, a widespread belief in students' ability to achieve was not readily apparent through conversations during focus groups or with individual staff members.
- During the parent focus group, participants expressed a concern that adequate health services (i.e. school nurse) may not be sufficient, particularly as the school increases in student enrollment.